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ABSTRACT

While conflict resolution programs in the elementary schools have been in existence for the last decade, few studies have provided quantitative data concerning the effectiveness of such programs. A study was conducted which used interviews and surveys to focus on the development, implementation, and results of a Conflict Manager program at one elementary school. Possibilities for mediation in schools without formal programs were also considered. This paper presents the results of this study and traces the history of the mediation program at Greer Elementary School in Charlottesville, Virginia. It discusses how and why the program was started, lists major goals of the program, and explains the pilot project which involved third-, fourth-, and fifth-grade students. The training of personnel is described and the basic format for mediation is presented in outline format. Feedback obtained from questionnaires and interviews from the student mediators, the general student body, and the faculty at Greer Elementary School is discussed. This descriptive feedback supported the conflict resolution programs as a viable way of reducing tension; enhancing student self-esteem; increasing student responsibility; increasing instructional time; and improving the skills involved in effective problem solving, communication, teamwork, and critical thinking. Other options for mediation in schools are suggested. Extensive appendixes include learning activities, survey forms, and student handouts. (48 references) (NB)

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Elementary Education

Conflict Resolution Using Mediation Skills in the Elementary Schools

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ABSTRACT

Conflict resolution programs in the elementary schools have been in existence for the last decade. Conflict resolution involves training students in mediation skills to empower them to become their own problem solvers. The program stresses life-skills such as active listening, paraphrasing information, stating feelings, brainstorming solutions and examining the feasibility of solutions.

Few studies have provided quantitative data concerning the effectiveness of conflict resolution programs, but descriptive feedback about conflict resolution programs has been positive. This study used interviews and surveys to focus on the development, implementation, and results of a Conflict Manager program at Greer Elementary School in Charlottesville, VA. Instructors at Brownsville Elementary School also shared possibilities for involving mediation skills in elementary schools without a formal program. Descriptive feedback supported the conflict resolution programs as a viable way of reducing tension, enhancing student's self-esteem, increasing student responsibility, increasing instructional time, and improving the skills involved in effective problem solving, communication, teamwork, and critical thinking.

INTRODUCTION

When the Gulf Crisis broke out, it carried a glaring question, "With all that is at stake, why can't individuals devise a solution?" The ability to mediate solutions is a crucial aspect of personal and global survival. Schools often stress one person outdoing the next - making the better grade. One person inherently wins in this system. One person must lose.

Most professions depend on people's ability to work successfully in a group. Certainly many personal frustrations result from an inability to deal effectively with different needs and interests. As we become increasingly globally interdependent, it is necessary that individuals be able to empathize with other ways of thinking. There are some very basic skills that can result in both parties "winning" in a given conflict: actively listening, restating information, brainstorming a range of solutions, and reaching a consensus that satisfies both interests.

Social development is crucially important and integrally related to academic development. Spivack (1974) asserted that the social adjustment of individuals was directly related to their success at solving interpersonal problems. While reading, writing, and arithmetic skills are stressed in schools, effective conflict resolution skills are largely overlooked. The "problem solver" has traditionally been the principal or teacher. The solution "handed down" may fail to satisfy either disputant. Therefore, it is not likely to lead to a long term resolution. Based on the recognition that problem solving skills involved in conflict resolution are as crucial to healthy productive living as reading, writing, and arithmetic, there has been a trend in the last decade to introduce a 4th R into the

curriculum - conflict resolution (Davis & Porter, 1985).

Research about conflict resolution is a largely neglected area. Spivack (1974) said that little is known about the processes that determine our sensitivity to problems, our flexibility in considering solutions and our understanding of other points of view. Spivack (1976) cited interpersonal cognitive problem solving (ICPS) skills that improve social adjustment. His points are summarized as follows:

1. The awareness that problems are an inevitable result of the valid desires of various individuals.

2. The ability to generate alternative solutions to problems.

3. The skill of describing step-by-step how a solution would be carried out which requires foresight and a sensitivity to the reactions and feelings of others.

4. The ability to consider the consequences of actions. "If I yell at him... he might realize the seriousness of the situation... or he might feel hurt and not listen... or he might get on the defensive and attack back...etc."

5. The readiness to attempt to understand why individuals behave as they do. "I am unhappy because he is irritated with me. But maybe he is irritated with me because I ignored him today."

McKinney (1976) found that individual differences in approaches to conflict are a function of the person's environment, development, and learned skills. Spivack (1976) agreed. Role models in the child's environment do not always demonstrate effective conflict resolution techniques. Often children are shown that force and power are necessary to resolve conflict. On television and in many families, "the tough guy wins."

The child sees a physical response to an argument as an appropriate and effective way to resolve the conflict.

Many schools unconsciously promote the idea that problem solving is an activity that only teachers and principles are capable of doing. The move towards a developmental model of education strives for a school experience which empowers children. Conflict resolution supports the trend in developmental education by promoting student autonomy and student-directed learning.

In a *Nation at Risk*, the 1983 report of the President's Commission on Excellence in Education, listening, problem solving, oral language expression and critical thinking are deemed to be essential for academic excellence. All of these skills are an integral part of conflict resolution. Spivack (1976) advocated educational intervention to enhance the quality of conflict resolution and social adjustment.

Although contemporary mediation techniques became popular in the non-violence movements of the sixties, the roots of peaceful resolution reach to Jesus, Buddhists, Native Americans, Thoreau, Ghandi, Martin Luther King, Jr., and so on. (Cheatham, 1988) Mediation techniques have reemerged in the 80's. Non-adversarial forms of resolution are being used in many mainstream institutions - courts, prisons, hospitals, housing projects, and governments (Davis and Porter, 1985).

In the last decade, mediation began appearing in schools. One of the oldest mediation programs began in Hawaii in the spring of 1981, led by Mel Ezer of the University of Hawaii. Mediators/students were chosen by students, staff and custodians. Following training sessions which included mediation skills such as active listening,

restating and open-ended questioning, mediators were consulted to facilitate more effective resolutions to conflict. This involved allowing disputants to provide information, paraphrasing this information, eliciting solutions, and arriving at a final agreement between disputants. The program was found to reduce racial tensions in the school and minimize conflict (Davis & Porter, 1985). Students typically described themselves as feeling angry, stupid, nervous or uncertain before going into mediation. They reported feeling calmer and more relaxed after mediation. Mediators said the process helped them to feel less biased (Davis and Porter, 1985).

Conflict resolution programs spread to other schools. One program located in Maui found that in its first two years the number of fights dropped from 83 to 19. Michael Nazama, Executive Director of the Mediation Services of Maui, said,

> We feel the need to create a higher level of awareness on the part of all students, beginning at the kindergarten level, that the use of power need not be the way to resolve disputes in all cases; that, in fact, it very often serves to escalate the problem rather than solve it. (Davis & Porter, 1985, 23).

The active school mediation program in San Francisco began in 1982, modelled after Community Boards, a mediation program organized to settle neighborhood disputes outside of the courts. In 1982, Helena Davis, was given a grant to establish a Conflict Manager Program in San Francisco. She allowed peers of 4th and 5th graders to choose conflict managers. Davis provided mediation training for teachers and students. Conflict managers, worked in pairs during recess and lunch to help solve disputes (Davis & Porter, 1985).

The principals of four schools in San Francisco with the Conflict Manager program wrote the school superintendent a letter stating,

> What students learn about resolving conflicts on the playground is carried into the classrooms. Thus, our teachers can spend more time educating students instead of refereeing their disputes...We feel that conflict resolution should be the "fourth R' in the public school curriculums at all grade levels. (Davis & Porter, 1985).

The program has spread to 13 elementary schools, 5 middle schools and 3 high schools in San Francisco as of February, 1991. In 1984, NAME, National Association for Mediation in Education, was organized. The latest directory compiled in 1988 by NAME, listed over 200 programs. NAME expects numbers to double for the next directory.

There is a plethora of positive descriptive feedback about conflict resolution programs, including one statement made by a high school girl involved in the SMART program in New York City:

> All I ever wanted to do was to fight. If someone said something to me I didn't like, I didn't think about talking, I just thought about fighting. I came into a mediation session as a disputant with four girls on the other side. I thought, 'Who needs this? What am I doing here? I just wanted to punch the girls out.' I figured the mediator would tell me what I was going to have to do. But she didn't. Instead she drew me out, listened to me. It felt so good to let it all out; then I wasn't angry anymore. I thought, 'Hey, if this can work for me, I want to learn how to do it.' After my training the atmosphere around me changed... (Davis & Porter, 1985).

Due to the nature of the programs and their relative newness, there has been no

hardcore statistical studies done on the effects of mediation programs in schools. Dr. Julie Lam (1987) worked to summarize existing research on seven school programs. She concluded, "The results are generally positive. School based conflict resolution programs have positive effects on student mediators, general student body and teachers. [But] in nearly every case, the qualitative and anecdotal evidence is stronger than the quantitative evidence."

One can extrapolate results about the effectiveness of conflict resolution training from studies done with juvenile delinquents. McKinney, Lorion, and Zax (1976) found that nonadjustive behavior often occurs when a frustrated individual cannot gain relief from conflict anxiety. Spivack and Shure (1974) and Mahoney and Arnkoff (1978) found that deficiencies in interpersonal problem-solving skills were demonstrated by both prison inmates and maladjusted individuals. Troubled individuals were able to generate fewer solutions to problem situations. The solutions were judged to be less realistic than solutions devised by well-adjusted individuals. (Mahoney, 1979)

A number of studies with juvenile delinquents which provided problem solving techniques in their treatment program found that these juveniles had less relapses into deviant behavior than those who were not exposed to problem solving skills. (Sarason, 1968; Sarason and Ganzer, 1969) Collingwood and Genther (1980) trained offenders and parents in interpersonal and problem solving skills. They reported lower recidivism (24.3% instead of 42.7%) as well as lower severity of offenses for those who did recidivate, as compared to an untreated control group.

While longitudinal studies lasting years must be done to evaluate the effect of

mediation programs in schools, my project focused on the mediation program formed at Greer Elementary School in Charlottesville, VA. Pertinent questions included its formation, specific mediation training activities, and its relative successes and failures. Possibilities for mediaton schools without formal programs were also examined.

METHODS

In order to examine the implications of conflict resolution programs in the schools, I interviewed Bob Garrity, head of the mediation center in Charlottesville, VA. I observed Garrity in a mediation training for third graders at Meriwether Lewis Elementary School in Albemarle County. I visited the Mediation Center in San Francisco where much of the body of knowledge of mediation skills is located. Greer Elementary School is the only school in Central Virginia that has organized a formal mediation program. I interviewed the mediators and disputants at Greer Elementary School. What have they learned from the program? What are the most challenging aspects of the program? Would they recommend that another school invest money and time in this program? Why or why not? I observed the students in a mediation. I also surveyed the teachers and students at Greer Elementary school about their views on the program. To offer insight into the possibilities for a school without a formal program, I spoke with instructors at Brownsville Elementary School in Albemarle County, VA who model mediation techniques with no formal program.

STARTING A PROGRAM

Developing a mediation program for a school takes dedication from an individual who can gain faculty and parental support for the program, according to Christa Thomasson, the head of the Conflict Manager program at Greer Elementary in Charlottesville, VA. Ms. Thomasson, the special education counselor, became interested in the program after watching a video about mediation programs in schools in New Mexico where there is a high rate of domestic violence. Ms. Thomasson said she had always believed that given the right circumstances, individuals could sit down, talk out their problems and solve them.

After gathering articles about programs which had already been formed, Ms. Thomasson put together a presentation for Principal Fulton Marshall to see if he was interested in starting a conflict manager program at Greer. Mr. Marshall said he decided to pilot the program since the school already operated from the premise that children are responsible for their own behavior and action. He felt that if students solved their own problems, the same arguments would be less likely to occur than if the teacher solved the problems for them. "The students come up with a better solution because they have a better understanding of the problem." Mr. Marshall said.

In addition, Mr. Marshall said that it is his feeling that decisions and problems are best resolved by getting to the grass roots. "In management you need to go the guy it effects." Other benefits include increased self esteem. "In the process of mediation, you are helping others and yourself," Mr. Marshall said. In 1988, Greer elicited the help of Barry Hart who was then the head of the Mediation Center of Charlottesville/Albemarle,

to help them start the first conflict manager program in Central Virginia.

Greer decided to focus on eight major goals for the Conflict Management program:

1. Students in disagreement assume responsibility for solving their own problems which enhances self-esteem.
2. Student mediators develop leadership skills and increase self-confidence.
3. The student body has positive models for solving conflict appropriately.
4. The pressure on teachers to be constant disciplinarians decreases.
5. The principal spends less time settling squabbles.
6. Parents report that home problems are handled more effectively.
7. The learning atmosphere in the entire school improves.
8. Students and teachers learn important skills in problem solving communication, teamwork, assertiveness, critical thinking and the mediation process.

To pilot the program cost approximately $3000, Ms. Thomasson said. All of the faculty and students were involved in mediation training provided by the Mediation Center. Before school started in 1988, the faculty had a day-long workshop focusing on mediation skills including active listening and restating. A presentation was made for the parent-teacher organization and letters and permission slips were given to parents. Thomasson said that gaining faculty and parental support was crucial to the program.

The third, fourth and fifth grades had three mediation training sessions to gain a grasp of the mediation process. Then the children were allowed to choose three peers who they trusted to serve as mediators. In the first year of the program only fourth and fifth graders served as mediators. Bob Garrity of the Mediation Center matched and

sorted the children's choices to come up with the final list of 24 mediators.

After 16 hours of training which took place after school, the mediators became available before school, during lunch and after school to help solve conflicts. The children work in pairs. When they are approached with a conflict they try to go to a private place to talk. Children are only allowed to leave the classroom for mediation if the teachers deems the situation serious enough to warrant it.

In the first year of the program mediators wore t-shirts which had conflict manager written in bold letters across the front. This year, the second year of the program, Thomasson decided to change the shirts to say, Mediator/We're here to serve. Thomasson doesn't want the children to stick out or appear to be agents of the teachers. In the second year of the program, third graders were also included as mediators. The mediators hold biweekly meeting to discuss the most effective techniques for mediation.

Students are taught to focus on a win-win approach to conflict, where both parties are satisfied. The basic format for mediation is as follows:

I. Introduction

1. Ask both parties if they want to solve their problem.
2. If they say yes, get agreement to four rules:

   Agree to work hard to solve the problem.

   No name calling or put downs.

   Do not interrupt when the other person is talking.

   Be as truthful as you can.

3. Ask each disputant if they agree to the rules.

II. Listening

4. Decide which disputant will talk first.

5. Ask person #1 what happened and how she or he feels.

6. Repeat what person #1 said using paraphrasing.

7. Ask person #2 what happened and how he or she feels.

8. Repeat what person #2 said using paraphrasing.

III. Solution

9. Ask person #1 for his/her ideas for a solution.

10. Ask person #2 if he/she can agree to this solution. If the answer is no, ask her/him for another solution.

11. Ask person #1 if she/he can agree.

12. Continue brainstorming solutions until the disputants find a solution they can both agree to.

IV. Wrap Up

13. Repeat the agreement to be sure both people understand the who, what, when, where and how of the solution.

14. Congratulate both people.

15. Congratulate yourself. As a mediator, you have just helped other people solve a problem. Everyone wins.

The most crucial aspects of this process involve getting the disputants to talk about their feelings and defining the solution very specifically.

TRAINING

Training for both faculty and students involves understanding the nature of conflict and exploring effective communication techniques. Spending time getting to know participants and building trust is essential for effective mediation training. Conflict is discussed as a perfectly natural result of people having differing opinions about things. Participants identify different conflict resolution styles. One way involves denying the conflict exists. Another option is confronting the conflict with only your needs in mind. This usually involves an attack on the other person and a lack of real listening. A third option is problem solving to find a successful solution to the conflict. Students of mediation practice identifying these different conflict styles and discuss the most effective techniques. Participants are given the opportunity to role play their own conflicts using different conflict resolution styles. Finally students are asked to observe conflicts at home, school or on the television. The students are to discern what the conflict was about, how the conflict ended, and which resolution style was used. (see Appendixes A, B, C, and D for more detailed information about these training lessons)

A major portion of training involves communication skills which facilitate solutions. One skill explored is active listening. Active listening involves eye contact, facing the speaker, remaining impartial, restating important facts and feelings, and asking questions to facilitate understanding. The trainer discusses the importance of listening and models good and bad listening habits. Students practice restating what they have heard in a conversation. Repeating major points helps to avoid misunderstanding. Effective mediation involves encouraging and listening for feelings. Students are taught to discern

between thoughts, "I feel that you don't understand me." and feelings, "I feel embarassed." Participants practice using verbal and nonverbal clues to detect feelings. (see Appendixes E, F, and G for more detailed lessons)

Learning to speak without putting the other person on the defensive is stressed in mediation training. Conflicts involving "you-messages" such as "You are a lousy friend." are compared with "I-messages" such as "I felt really hurt when you told people I was going to fight Mary after school." "You-messages" are critical and often put the other person on the defensive. "I-messages" serve as a clear and non-threatening way of telling the person what you want and how you feel. Speaking with "I-messages" help both individuals to determine how he or she really does feel about a situation. Participants practice constructing their own "I-messages." (see Appendixes I and J for detailed lessons)

Mediators discuss the importance of remaining impartial to really hear both sides of the issue. This builds empathy and is crucial if the mediator is to remain nonjudgmental in an argument. (see Appendix K for a sample lesson)

Finally, participants discuss the actual mediation process which involves setting ground rules, discussing and restating facts and feelings, finding solutions, and making agreements to implement a specific solution. Students practice identifying the problem, brainstorming solutions, identifying consequences of solution, and picking out the worst and best solutions. (see Appendixes L and M for sample lessons)

An actual mediation lesson for third graders stressed the freedom to speak without being judged. This served as a groundrule for the mediation discussion. It was illustrated

that conflicts could produce anger, fear and fighting. However, conflict could also lead to agreement, resolution and comfort. Third graders used role playing to practice mediation and had an organized sheet on which to brainstorm solutions. The students were consistently referred to as effective problem solvers. (see Appendixes N, O, and P for a detailed description of this lesson)

RESULTS OF PROGRAM AT GREER ELEMENTARY SCHOOL

In order to examine the effectiveness of the program at Greer Elementary School feedback was obtained from the mediators, the general student body, and the faculty members using questionnaires and interviews.

REACTIONS FROM MEDIATORS

Twenty-six 3rd, 4th, and 5th grade students at Greer Elementary School who serve as mediators in the Conflict Management Program gave feedback during interviews conducted at the school. Some mediators had served for two years in the program. For some, this was their first year in the program. (see Appendix Q for specific questions and responses)

Most mediators said they felt pleased when they discovered they were chosen as mediators. They felt good that people trusted them. Their main concern was the time commitment involved in the program. The mediators said they had learned the importance of using appropriate body language and remaining neutral when mediating arguments. The conflict managers had found that getting disputants to agree to the four ground rules was the first difficulty to overcome in mediation. Remaining nonjudgmental about an argument was also a challenge. Others found it hard to establish eye contact with the disputants. Difficulties arose when the disputants did not want to share a problem with a mediator of the opposite sex. Other challenges for the mediators included getting to the root of the problem and resisting the urge to "blab out the solution."

Most mediators said that they use the skills learned in the program at home and with their friends. One student said he compromises more with his little brother. Other

students felt they were more tolerant and listened better. All of the mediators said that they would recommend the program to another school. Some said they would support the program because teachers aren't always going to be around to solve problems. The students said the program gives the teachers more time to teach. They also said they felt more comfortable talking to someone their own age about their problems. Many students commented that the teacher may not have time to really listen to the problem and the solution handed down may not satisfy either party. One student said, "The old way the teacher is the judge and jury. In the fight, both students lose. We're here to make both people win and get what they want out of the conflict." Another student pointed out that if the solution does not satisfy the disputants, "The conflict just gets bigger and bigger. If you just say, here is your solution. Next time you will get sent to the principal, the students will be even madder and keep hurting."

REACTIONS FROM FACULTY MEMBERS

Fulton Marshall, Principal of Greer Elementary School said that he feels the program has gone very well. He is pleased with the children's reactions and said that teachers have given him feedback that they don't have to stop class as much.

The following are the results of a questionnaire given to all of the 3rd, 4th and 5th grade teachers and other faculty involved in the program. Of the 17 questionnaires given out, seven were returned. (see Appendixes R and S for a sample questionnaire and detailed responses.

Teachers responded that the mediation program at Greer had strengthened such skills of self-reliance, open-mindedness, and empathy. Teachers saw the program as providing a good opportunity for students to become independent problem solvers. Instructors said that the program enhanced the students' self esteem. They also pointed out that if gives teachers more time for actual instruction.

There were areas of the program that the faculty said could be improved. Some teachers were unsure that third graders were mature enough for the program. Other teachers felt that all students should have more mediation training. One teacher felt that the mediators needed to be more accessible. A teacher said that she felt that children might be using mediation to get out of class. There also seemed to be concern with the process of choosing the mediators. Some teachers felt they should have more input into this decision.

In examining the program's effectiveness, most teachers felt that the program had given the students the opportunity to solve their own problems and that this process had

enhanced their self esteem. The instructors mostly agreed that mediators develop leadership skills and increase self confidence. Although, two teachers said that they had seen mediators acting as poor role models, the others said that mediators did serve as positive models for solving conflicts appropriately.

Most teachers felt that the pressure on teachers to serve as disciplinarians decreases with the use of a conflict management program. Most instructors had been given no feedback from parents as to whether mediation skills were being used at home. Most teachers felt that the learning atmosphere had been somewhat improved in the school as a result of the program. Most teachers also felt that students and teachers had learned important skills in problem solving, teamwork, assertiveness and critical thinking as a result of the mediation program.

REACTIONS FROM 4TH AND 5TH GRADE STUDENTS

Two fourth grade classes and one fifth grade class at Greer Elementary were given questionnaires about the program. The questions were read to the children and the children were assured that their answers would remain anonymous. Sixty questionnaires were filled out by the students. (see Appendixes T and U for a sample questionnaire and detailed responses)

Approximately half of the children said that they had used mediators. Seventy percent of the children had used mediators said that the experience had helped them. Forty-five percent of the children said that they tried to use mediation skills at home. Eighty-five percent of the children said they would recommend that the school start a similar program. Students who had not used mediators commonly responded that if was because they didn't have fights or problems. Those who decided to use mediators felt they "Are easy to talk to." One student responded, "I use them instead of teachers. Somebody my own age works better."

Students who had been helped by mediation responded well to being listened to, and being encouraged to talk about how they felt. Others said that they did not get their problem solved because the mediator took sides and they ended up fighting again. Students who did try to use mediation at home seemed proud that they could apply their skills. "The other day I got into a fight and I solved the prouplem without mediators." Those who didn't try mediation at home either said they did not get into fights or they didn't know enough about mediation.

Children who said they would recommend the program said the program reduces

the number of fights. Many students cited the reduction in time the teacher would spend dealing with problems as a reason for having the program. Children who would not recommend the program seemed to resent some of the conflict managers and felt that other people, (mothers or friends) are more appropriate people to help solve problems.

OTHER OPTIONS FOR MEDIATION IN SCHOOLS

Not all schools have chosen to go the route chosen by Greer in setting up a mediation program. Some schools implement a life skills curriculum with a week involving conflict resolution. Some schools set up a conflict corner where disputes can be taken. Some principals choose to teach conflict management to children who are sent to their office more than twice. Some schools train the entire school extensively.

Other schools, like Brownsville Elementary School in Albemarle County, do not currently have the funds to set up a formal conflict manager program. However, the educators at Brownsville constantly model many mediation techniques for their students. Giving the students the responsibility to be their own problem solvers fits with the developmental philosophy of the school. "They must feel a sense of competency. I am capable," one teacher said.

When problems arise in the classroom, instructors try to get the children to talk it out, making sure the children are looking each other in the eye and talking about feelings. One teacher said she intervenes only if "fists are swinging." "Usually they get it solved," she said. A special education teacher at Brownsville said that she constantly encourages the children to come to their own solutions. For example, if a child runs up to tell that "They are bothering me," the teacher might respond, "Am I bothering you?" The child will realize that he or she needs to take responsibility for the situation. "They must come to the solutions themselves. It costs more instructional time at the beginning, but later it saves you time."

One teacher at Brownsville sees a variety of categories of problem solving in the

classroom which all build upon one another. A simple "Where should I put this?" might be answered with "Where do you think would be a good place?" This establishes the child as an independent thinker. It opens up a bigger picture for the child. The student realizes that she or he doesn't have to ask the teacher everything. A typical comment, "He stepped on my foot." might be answered with, "What would you like for me to do?" For more serious problems, the instructor takes the time to focus on attention and I - messages.

For example, a mediation took place in a fifth grade class between the boys and girls who each wanted their own lunch table. They students initially wanted to designate tables by playing a basketball game. Winner was to pick the table. The instructor gave the children time to try to define the problem. The students were sitting in a square with all the desks facing each other. Students called on other students who were actively listening to them. Before speaking, the student would restate what the previous person said to ensure understanding and promote active listening.

Students were encouraged to discuss the problem, not the solution, at this stage. After about 10 minutes of discussion, the instructor asked the children to summarize their feelings. The instructor said, "It sounds like you all have good reasons for feeling the way you do. I think your reasons are all valid ... which means they are all real."

Then the students were encouraged to take some time to brainstorm possible solutions. They were reminded that they may not solve the whole problem today, but hopefully they would eventually solve it so everybody could have a little bit of what he/she wanted. The students decided to have the instructor write the solutions on the board for

easy referral later. No judgmental comments were to be made about possible solutions. Then the children took a vote of hands to show support for various ideas. The number of students who supported each idea was noted. Three of the solutions were generally supported.

The class discussed the feasibility of each solution and exactly how it would be implemented. The instructor told the class that she would investigate the possibilities and report back to the class, i.e., consult with cafeteria workers about their needs. She told the class that they had a productive discussion. She asked them to raise their hands if they felt satisfied with the discussion. She asked if the class thought they had spent their time well. One child responded, "Yeah, we solved the problem."

Teachers at Brownsville pointed out that if you give the children the opportunity to problem solve, you must be willing to accept some solutions that you may not have come up with on your own. Sometimes instructors need to set parameters regarding possible solutions. For example, if the class is deciding their own seating arrangement, there may be certain limitations that the class should be aware of from the beginning. "It is a controlled way of giving control."

The third grade class at Brownsville was given the opportunity to formulate their own playground rules. The teacher gave them the option to form a rule committee. "Now they realize that they can make rules. They are not written in stone somewhere." Because the children take ownership for the rules, teachers have noticed that they spend less time solving playground issues.

Time and giving up control are the most difficult factors for most teachers who

focus on the child as problem solver. However, Brownsville teachers pointed out that the children gain a sense of ownership of problems and a responsibility for finding solutions. The process also leads to a sensitivity to the internal conflicts and frustrations of others. Students gain a sense of empathy from teachers and other students. If a child does not yet have the social skills to handle a particular problem, the teacher might intervene. With permission, he or she might explain a problem a particular student is having , i.e. feeling left out, and ask the class what we can do that would make him feel better. The students direct the solutions. The whole process of mediation is imbedded in ego strength and the self concept of children. The child must be treated as a competent problem solver in order to internalize this role.

DISCUSSION

It is difficult to statistically quantify the success of a program that strives to rework important attitudes regarding conflict and its resolution. Certain measurements, such as the number of fights in a school can be definitive, but the life skills absorbed and transferred outside of school and later in life are less easy to quantify. Descriptive feedback of the program at Greer Elementary supports its effectiveness as a way of empowering the children to become self-sufficient problem solvers.

A longitudinal study of conflict management programs is a necessity. The program at Greer is two years old. Since trust between students, teachers, and mediators is such a major aspect of the program's success, it will be interesting to see how this builds up or declines as the program continues.

Feedback from students, mediators and teachers was generally very positive. The mediators seemed to have a strong grasp of mediation techniques. All but two of the mediators chose to return to class even when given the option to stay and watch a simulation. This allayed fears that mediators are involved in the program to get out of class. There was also the concern that the mediators might feel uncomfortable speaking about the program with its director present, but the children were very frank and open. They seemed confident in their freedom to express themselves. The children seemed to have gain insight into the difficult role a teacher plays as instructor/problem solver.

It was difficult to get questionnaires returned from faculty members which is understandable considering teacher's hectic schedules. There is the possibility that only those teachers who felt strongly for or against the program answered the surveys. Most

of the instructors were fairly positive, although there seemed to be tension involving the selection of the mediators. Some teachers felt the need to have input into the decision. Some faculty members felt that mediators need to be children that might benefit from the training and who are not always noted for other school activities. Other instructors felt that the strongest role models should be chosen. There seemed to be some concern about student using the program to escape instruction. Another concern was the ability of the third grade to participate maturely in the Conflict Management program.

With the questionnaires for the general student body, it was challenging to gain feedback beyond yes or no answers. Some of the questions confused the children. If this study was repeated, it might be more effective to give the questionnaire to five children first to ascertain possible sources of confusion. Most children seemed familiar with the program. Half of the students had used mediation. Seventy percent of those that had used mediation said the process had helped them.

Additional training would help the whole school feel more involved and give the students a sense that they can try these techniques on their own. This would increase the program's ability to empower every child to become a problem solver.

Some children seemed to resent the "privileged status" of mediators which led Ms. Thomasson to design a low key t - shirt for the second year of the program. As the program develops, it will be crucial to keep mediators who serve as "facilitators" rather than "leaders" so the children will feel comfortable and trust them.

Mediations seemed to raise cultural awareness of other points of view. A very typical and seemingly superficial fight among friends really involved racial tensions which

needed to be addressed. Another mediation involved a problem which seemed ridiculous at first. The children were discussing having a separate boys and girls table in the lunchroom. Once given the chance to talk, the children began discussing and redefining sexual stereotypes. One child pointed out that the boys and girls didn't want to sit together because "all boys want to talk about is sports and girls want to talk about what they did on the weekends." However, the next girl to speak pointed out that she would like to talk about sports sometimes, and "Had they ever asked the guys if they wanted to talk about what they did on the weekends?"

The children also demonstrated an ability to come up with creative solutions when given the opportunity to do so in a non-judgmental atmosphere. Most importantly, the mediations unified the participants. Once the children felt they were working towards a common goal, they showed a marked respect for each other and the process. After the discussion about the girl/boy tables, one child pointed out that she didn't "think we should use games to solve our problems." Another child said happily, "It's like the [fight over] the tables brought us together."

The 5th grade class obviously felt good about themselves and their accomplishments. The mediation was a very autonomous process. The children need to have confidence in their choices, the instructor said. The teacher said she was called out of the room previously during a similar mediation. The children didn't miss a beat and barely noticed that she had returned.

The communication and problem solving skills that are part of a formal or informal mediation program run through and strengthen the rest of a developmental curriculum.

The writing process and author's chair entail attentive listening and the ability to share feelings. Cooperative math games involve the ability to analytically state and listen to varying solutions. Students gain hands on experience with the frustration and joys of life in a democracy where majority rules.

Mediation must be imbedded in the entire curriculum and philosophy of a school. For example, at Brownsville Elementary, mediation techniques have arisen naturally from the developmental, child-centered focus of the school. Other schools could invest thousands of dollars in mediation training, but if the rest of the decision making in the class is purely teacher-dictated, the program would be ineffective. The principal and faculty must believe that children can think and solve problems for themselves. This is the unspoken premise of the whole program.

A school must also realize that they might be asking the child to solve problems in a manner that differs greatly from techniques used in their families. These conflicts between differing conflict resolution styles at home and school must be taken into consideration and addressed frankly. Families need to have access to mediation skills.

The implications of the "4th R" in schools reach beyond the brick walls of the school building into countless relationships, political discussions, and future jobs. As just evidenced in the Persian Gulf, our world is becoming increasingly globally interdependent. Future generations must be increasingly empathetic to other cultures and ways of thinking. We can no longer just "beat up" or "bomb" those who don't agree with us. It is a lose-lose situation. It is powerful to see a program reaching our youngest that stresses a win-win approach to conflict.

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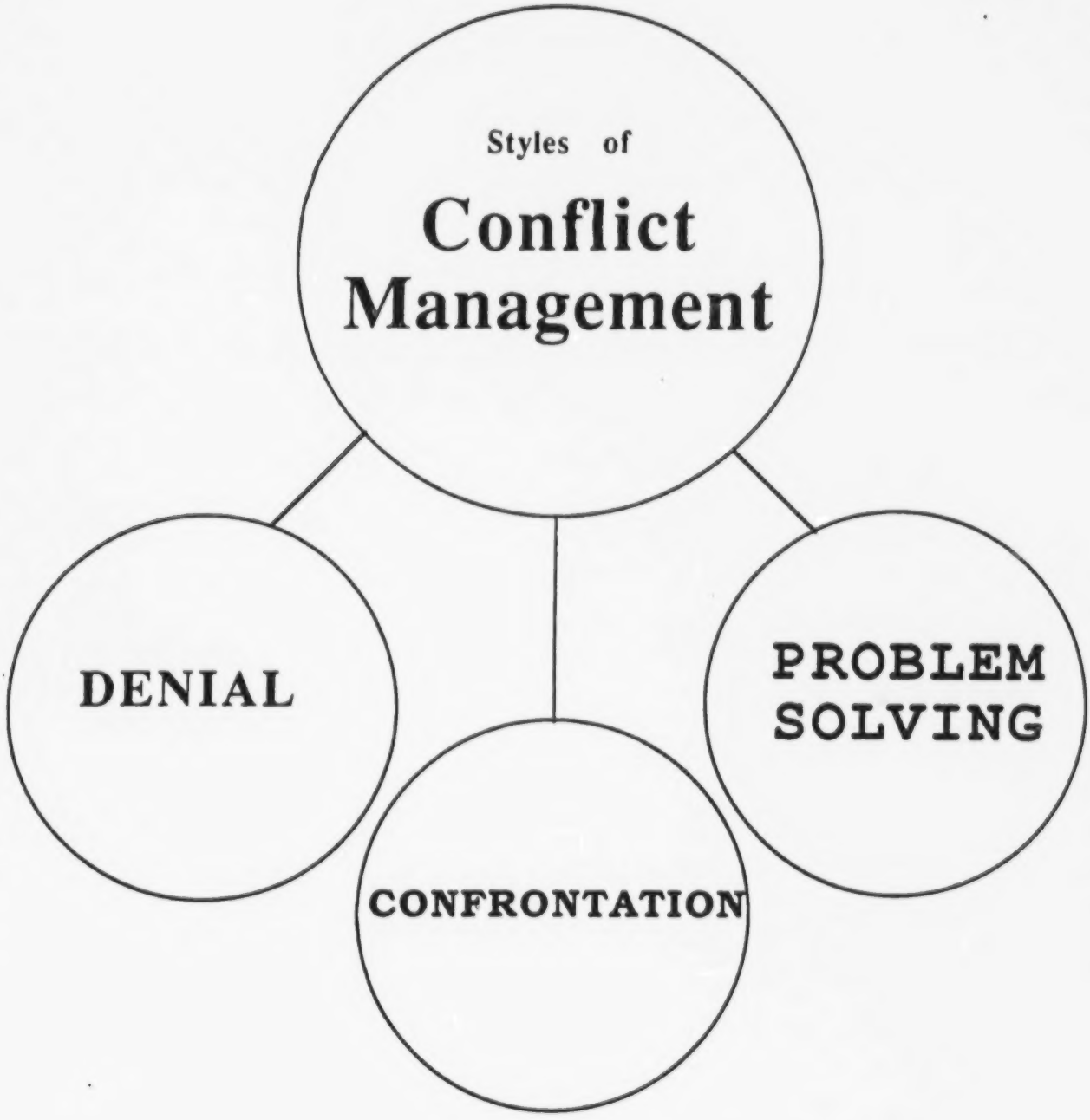

Styles of
Conflict Management
DENIAL
CONFRONTATION
PROBLEM SOLVING

Appendix B

ACTIVITY: Conflict and Conflict Resolution Styles

DURATION: 45 minutes

OBJECTIVES: To be able to define the word conflict
To be able to recognize different conflict resolution styles.

MATERIALS: Seven or eight index cards with Denial, Confrontation or Problem-solving written on them.
Signs with each style that can be pointed to.

PROCEDURE:

1. Define the word conflict.

   A conflict is what happens when one or more people can't agree on something. Most of us are involved in conflicts every day. I might have a conflict with myself about whether or not to watch TV tonight. You and your best friend might have a conflict about what to do after school or perhaps two kickball teams might have a conflict about the rules of their game. Conflicts happen because we all think and sometimes have different opinions about things. This is part of what makes us human.

(OPTIONAL)

2. Ask the students if they can think of any conflict which they have seen or been involved in recently. Ask them if they would like to briefly describe some of these conflicts.

3. Discuss the three different ways that a conflict can be dealt with: DENIAL, CONFRONTATION, and PROBLEM SOLVING. Write these three words on the chalkboard.

   Denial happens when someone is angry because of a conflict or fight. Instead of saying what is making them mad, they deny that there is a problem and that they are feeling angry. The difficulty with trying to end a conflict this way is that it doesn't really end because the other person never knows what is wrong or why the first person is mad at them. Hence, it is unlikely that they will act differently next time.

   Confrontation happens when there is a conflict and one person attacks the other, either physically or verbally. This usually happens when two people are not willing to listen to each other's side of the problem or talk about it. Instead, they attack the other's ideas or worth.

Problem-solving is when people talk about the problem without insulting or blaming each other. They know they have a rpoblem and try to think of many ways to solve it. Then they choose the solution that will be best for everybody.

4. Ask the students if they have any questions and help clarify for them.

5. Read "One Story with Three Different Endings", using the first ending.

6. Ask students some of the following questions about the story:
   a. Does this solution make someone angry? Who?
   b. Were the boys listening to each other and understanding each other's feelings?
   c. Were anyone's feelings hurt? Whose?
   d. Was everyone happy at the end of the story? Who was? Who wasn't?
   e. Can you tell what kind of conflict resolution style is being used in this story?

7. Repeat the story using the second ending and ask questions again.

8. Repeat the story using the third ending and ask questions once more.

9. Ask the students to break up into groups of four or five. Have each group go to a different area of the room, accompanied by a facilitator. Give each group one of the index cards with Denial, Confrontation, or Problem-Solving written on it.

   Ask each group to prepare a skit which presents a conflict that ends using the resolution style written on their index card. Time Limit: 5 minutes

10. Come together as a large group and have each small group perform their conflict skits. After each skit, ask the students to figure out which conflict resolution style was used. Discuss the way each actor felt and handled the situation and ask students to offer suggestions as to how the conflicts could have been resolved more positively.

ONE STORY WITH THREE DIFFERENT ENDINGS

STORY

Omar and Lou are playing basketball taking turns shooting at the basket. Peter comes over and asks if he can play too.

ENDING #1

Omar says "Sure". Lou doesn't like Peter very much and would rather rather that he didn't play with them. Instead of saying anything, he just shrugs his shoulders and plays half-heartedly. Whenever it is Peter's turn, Lou throws the ball at him much too hard and two or three times, he shoves Peter out of the way when it isn't necessary. After a few minutes of this, Peter asks him what's bugging him. He sighs and says "Nothing".

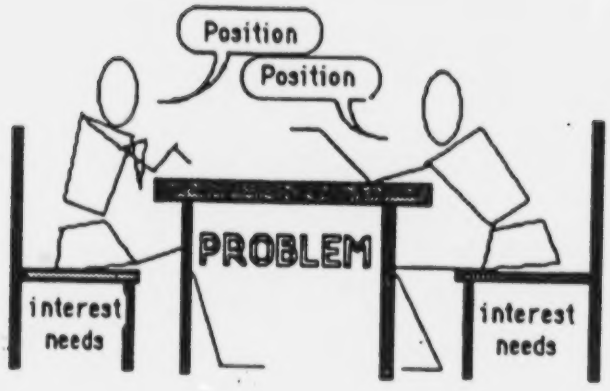
ENDING #2

Omar says "Sure" but Lou says "Forget it!" Peter walks up to Lou and says, "How come I can't play?" Lou tells him that he hates playing ball with him because he always cheats and he hogs the ball so that no one else can have a turn. Peter says "You're a liar. You just don't want me to play because I can run faster than you and I'm a better basketball player." Lou is mad now and says "You'd better get out of here before I make you!" Peter says, "You just try it punk." Lou moves forward and looks like he's about to fight and Peter runs away to the other side of the playground.

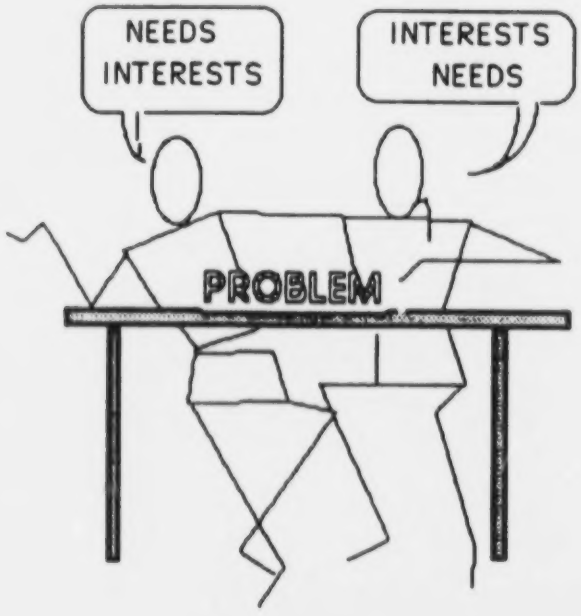
ENDING #3

Omar says "Sure" but Lou says "Forget it!" Omar says, "Why don't you want him to play with us?" Lou says, "Because he always hogs the ball and I don't get enough turns." Peter points out to Lou that he and Omar have been playing together for all of recess and that really the ball belongs to the class, not him. Omar agrees with Peter that it is the class's ball and offers to let Peter take turns with him and trade off after every three basket shots, so that no one will have to wait out too long. Lou says that he doesn't mind if the three of them stand around the hoop and each take turns one after the other because it'll probably be easier than just Omar and Peter taking turns and more fair too. They all agree on this and start to play.

The adversarial model looks like this:



The problem-solving model looks like this:



Appendix D

ACTIVITY: Observing Conflict Styles

DURATION: 20 minutes

OBJECTIVES: To help students learn to identify conflict issues.
To help students to differentiate between three types of conflict resolution styles.

MATERIALS: Conflict Observation Forms, butcher paper

PROCEDURE:

1. Hand out the Conflict Observation Forms. Go over the following observation assignment instructions:
   a. You are to watch three conflicts at school, at home, on TV, etc.
   b. After each conflict, record on your observation form:
      i. what the conflict was about
      ii. how the conflict ended
      iii. which resolution style was used
   c. Try to be as accurate as you can.
   d. Be a silent observer. Report what you see and hear without getting involved.
   e. Bring your completed observation form with you to the next class.
2. Briefly review the form and explain how to use it.
3. Review the meanings of the words Denial, Confrontation, and Problem-Solving.
4. Remind students to bring completed observation sheets to the next meeting.

AT FOLLOWING CLASS:

1. Ask the students to take out their homework assignments and share some of the observations they made.
2. On butcher paper, list the conflict subjects and types of conflict resolution styles which students have observed.

PROCESS QUESTIONS:

1. What were most of the conflicts about?
2. What conflict resolution styles were used the most often?
3. How could specific conflicts have ended more positively?

ADDITIONAL ACTIVITIES:
Have student volunteers role play some of the conflicts using first the original resolution and then again using a problem-solving approach.

Conflict Observation Form

	Conflict 1	Conflict 2	Conflict 3
What was the conflict about? EXAMPLES: -Argument -Fight -Name Calling -Line Order -Violating school rules -Other			
How did the conflict end? -In a fight -An agreement -Yelling -A teacher stopped it -Sent to principal			
What type of resolution style was it? (Denial, Confrontation, Problem Solving)			

Active Listening
Think in the other's place to understand facts and feelings
Do not:
Tell about your feelings and problems
Show understanding nonverbally
Do not:
Interrupt
Give suggestions
Give advice
Eye Contact
Ask Questions to Understand
Face the Speaker
Restate the most important facts and feelings
Remain impartial
Do not take sides

Appendix F

ACTIVITY: Listening Triads

DURATION: 25 minutes

OBJECTIVE: To learn basic techniques of Active Listening

MATERIALS: Active Listening Rules written on butcher paper, transparency, or chalkboard.

PROCEDURE:

1. Explain to students that often, even when a person is listening, s/he might incorrectly hear or misinterpret what has been said. To avoid this misunderstanding, it is helpful to check back with the person, summarizing or paraphrasing the main points of their statement. Emphasize that it is not necessary to repeat back every word the person said, but to make sure you have gotten the main points.

2. Announce to students that we will now practice this skill by playing a "Listening Triads" game. In this game, everyone has a chance to speak, but before each one does, s/he must repeat or summarize what the other speaker has just said to his/her satisfaction. We will break into groups of three. While two discuss one of the following topics, the third student acts as referee. The referee's job is to make sure that before someone speaks they have summarized what the other person just said.

3. Demonstrate briefly. While "A" and "B" converse, "C" observes and referees.

4. Rotate roles in the triads, with each segment timed at two minutes.

   SAMPLE TOPICS:
   a. Your class has been given $1,000. How do you want to spend it?
   b. If you could be someone famous, who would you be and why?
   c. If you could have one wish, what would you wish for and why?

5. <u>Discussion in large group</u>:

   - Did you feel like your partner really heard and understood you? Why?
   - How did that make you feel about yourself?
   - How did you feel about your partner?
   - Is it easier or harder to talk to someone who practices Active Listening? Why?

ACTIVITY: Listening for Feelings

DURATION: 15 minutes

OBJECTIVES: To learn to dig for feelings in a conflict situation.
To distinguish thoughts from feelings.

MATERIALS: Active Listening Rules written on butcher paper, transparency or chalkboard.

PROCEDURE:

1. Ask students to think of as many different feelings as they can. Write these feelings on the board. Review with students that everyone has feelings, that they are important and a normal part of life.

2. Often when someone is asked what s/he feels, s/he will state a thought instead. It's too risky to share a feeling. Thoughts are what we think about feelings--our opinions and conclusions. (Example: How did you feel when Henry grabbed the ball from you? I felt like punching him.) "Punching him" is not a feeling. What could the person have been feeling? -- anger, fear, frustration.

3. Ask students to state which of the following are feelings and which are thoughts. A clue for this is that any statement beginning "I feel <u>that</u>" or "I feel <u>like</u>" is a thought, not a feeling.
   I feel <u>that</u> you don't understand me.
   I feel embarassed.
   I feel <u>like</u> he should leave me alone.
   I feel lonely.
   I feel <u>like</u> I want to go home.
   I don't need them.
   I'm excited.

4. Discuss why identifying feelings is an important part of conflict resolution: a very important part of the problems between people is the feelings. When disputants know each other's feelings, this changes the nature of the conflict and helps them to discover an appropriate resolution.

5. Explain to students that "Active Listening" is the ability to hear not just the factual content but also the emotions in what people say. Further, it involves being able to give feedback to the speaker about the feelings you heard being expressed. Giving this feedback is a powerful means of checking to be certain you have understood the message clearly, that the communication has been good.

6. Ask students to imagine the feelings of the people in the following examples:

   Manuel did better than Joe on his class project. Now Joe is teasing Manuel and calling him names. A fight starts.

   Rosa is being sent to the Principal's office for talking in class. She storms out of the room and on the way to the office, she roughly bumps into Dwight in the hall. Dwight yells at Rosa to watch where she's going. Rose turns around and hits Dwight. A fight starts.

7. Discuss the above examples. Ask what happened because of the feelings. What will happen in these situations if no one intervenes? What will happen if Rosa and Dwight start talking about their feelings? You might want to have students role play this for class.

8. We can tell what a person is feeling by looking (nonverbal, expression, body language), by listening to what they say or how they say it, and/or by asking "How do you feel?"

9. Once the disputing students hear one another's feelings, they can more easily understand one another and find a lasting solution to their problem. Example: If Dwight realizes that Rosa is angry and why, then their problem can be solved.

10. Summary--Everyone has feelings. Feelings are different from thoughts. Understanding one another's feelings helps students to work out problems.

Appendix H

ACTIVITY: Test of Listening for Feelings

DURATION: 5 minutes

OBJECTIVE: To learn to identify speakers' feelings

MATERIALS: Test of Listening for Feelings (page 14)

PROCEDURE:

1. Announce to students:

   Now we will do an exercise where we will try to hear people's feelings. This is something we do all the time, without even knowing it. Now we will practice so we can understand each other more. I am going to read some sentences to you. After I read the sentence, I want you to raise your hand and tell me what the feeling is behind the sentence. There may be more than one right answer because we often have more than one feeling at a time. Sometimes different people have different feelings about the same thing.

2. Read each sentence from the test and allow students to respond to one before going on to another.

PROCESS QUESTIONS:

1. Was it hard to figure out the feeling being stated?
2. What gave you some clues?
3. How can you make sure you understand someone's feelings?
4. Are there times when it's harder to hear someone's feelings? When?
5. Can people have more than one feeling at a time?

TEST OF LISTENING FOR FEELINGS

1. "I just can't figure it out. I give up."
2. "Wow! Eight days until Christmas vacation."
3. "Look at the picture I drew!"
4. "Will you be calling my parents?"
5. "What a drag, there's nothing to do."
6. "I'll never do that well. He always does better than me and I practice."
7. "You never get mad at him, always me."
8. "I'm getting a new 10-speed."
9. "I feel like writing in my book. It's mine anyway."
10. "Yeah, I guess I was mean to him. I shouldn't have done it."
11. "Am I doing this report right? Do you think it will be good enough?"
12. "You narc! You'd turn in your own brother."
13. "I can do this part on my own. I don't need your help."
14. "Leave me alone. Nobody cares what happens to me anyway."
15. "I'd like to tell him that, but I just can't. He'd probably punch me!"

Appendix I

ACTIVITY: I-Messages Activity

DURATION 30 minutes

OBJECTIVE: To learn to express wants and needs in an assertive, nonthreatening manner

MATERIALS: Butcher paper with the I-message Formula on it.
Pencils.
One copy of "Design An I-Message..." for each group.

PROCEDURE:

1. Introduction:

   In this activity, you are going to learn how to talk to people when you are mad at them or frustrated with them and you really want them to hear what you are saying.

   The first thing we will do is show you two skits about the same story. You will see two different ways a person can talk about a problem. Listen carefully for the kinds of words the actors use and how they express their feelings towards each other.

2. Skit #1: A You-Message Skit

   Marie: Anita, you're a lousy friend. You're always spreading gossip. You just can't keep things to yourself. I told you that Darlene and I had an argument. Now it's all over school that we're going to have a fight. We spent half the morning straightening things out, then your gossiping messed things up all over again. You're a blabbermouth! I'll never tell you anything again.

   Anita: Why don't you just shut up! Who cares what you think anyway? I was just getting you some back up. You don't appreciate anything. You're not worth having for a friend.

3. Process questions of Skit #1

   - How do you think Marie felt about Anita in this skit?
   - How do you think Anita felt about Marie?
   - Do you think that Anita is going to stop spreading rumors about Marie? Why or why not?

4. Skit #2: An I-Message Skit

Marie: I was really angry when I heard that you told people I was going to fight Darlene after school. We had already made up, and she got angry all over again. I was also hurt that what I told you in confidence as a friend, you told to other people. I want to be your friend, but I feel like I can't trust you right now, and it's hard for me to spend time with you.

Anita: I'm sorry, Marie. I feel really bad about messing things up because I really like you, and I was only trying to help. I don't want to lose you as a friend, and I promise I won't do anything like that again. If you ever tell me anything in confidence, I will keep it to myself.

5. Process questions of Skit #2

- How do you think Marie felt about Anita this time?
- How do you think Anita felt about Marie this time?
- Do you think Anita will tell more rumors about Marie? Why or why not?

6. Ask students to compare the two skits:

- What were some of the comments made in the first skit?
- What were some of the nonverbal behaviors used in the first skit?
- What were some of the comments made in the second skit?
- What were some of the nonverbal behaviors used in the second skit?
- What was different about the way Marie communicated in the two skits?
- Which one was more effective?

Help students identify the first skit as containing You-Messages, and the second skit as containing I-Messages.

7. Describe the effects of You-Messages and how they differ from I-Messages.

You-Messages: When you send a You-Message, the listener feels judged or blamed. S/he feels like you think s/he is a bad person. When a You-Message is sent, the listener does not think about making a decision to change, but instead thinks about defending him/herself. This serves no useful purpose for speaker or listener. It makes anger grow instead of shrink.

I-Messages: With an I-Message, the speaker expresses his/her own concerns to the listener. When the listener hears an I-Message, s/he knows that s/he has not done what the speaker wanted or expected and may feel badly about it, but that is quite different than feeling like the speaker thinks s/he is a terrible or incapable person. I-Messages are a clear and non-threatening way of telling people what you want and how you feel. They give the listener the option of deciding whether or not to do what you want him/her to do with a clear head.

* Basically, a You-Message blames or criticizes the listener. It suggests that s/he is at fault. On the other hand, an I-Message clearly states what the sender is feeling. It is specific and requires a non-judgmental attitude towards the situation. It is more likely to lead to a positive change in the listener's behavior.

8. How to Construct an I-Message

Show the students the I-Message formula on butcher paper and go over the steps.

1. I feel (state the feeling)
2. When you (state the specific behavior)
3. Because (state the effect on your life)

Example: I feel frustrated when you don't listen because what I'm saying is important and I want you to hear it.

How you construct an I-Message will depend on the situation. Sometimes you will change the order in which you give the parts of the message and sometimes you will only say two of the three parts. The important thing to remember is that the I-Message should focus on you, not on the listener. It should state your feelings and what you want rather than placing the blame on the listener.

9. Group Exercise:

Provide the group with some situations that can be responded to with I-Messages. Ask group to think of effective I-Messages for each of the situations. Encourage the group to use the I-Message Formula.

Practice Situations:

1. You lent a comic book to Bobbie. When he returns it, six of the pages have been ripped out.

Example: I feel upset
when you return the comic book I lent you with six of the pages ripped out
because I can't read it.

2. Your brother leaves a mess in the kitchen. When your mother gets home from work, she gets mad at you because she thinks you did it.

Example: (to brother)
I feel mad
when you leave a mess in the kitchen an don't tell mom that you did it
because I get blamed for it.
Example: (to mother)
I feel frustrated
when you blame me for leaving a mess in the kitchen
because I'm getting yelled at for something I didn't do.

10. Small Group Exercise:

Ask students to count off by fours and then split them into small groups, each with an adult leader. You should stay free so that you can oversee the activity. Give each group a list of the four situations. (See page 58). Ask them to design I-Messages for each of the situations. They will have five minutes, and should do as many as they can in that amount of time. After five minutes, reconvene as a large group. Discuss the I-Messages which the groups have designed, as well as the following discussion questions:

1. Was it difficult for your group to make these I-Messages?

2. Why was it difficult (or easy)?

3. If these stories were really happening to you, do you think that giving an I-Message would work?

11. Conclusion:

With practice, I-Messages are easy to use. Once you get in the habit of using them, you will be surprised at how much more willing people will be to do what you want them to do. I-Messages are especially helpful fo people who refrain from asking for what they want for fear that whomever they ask will get angry. Often, conflicts escalate because one or both parties have stored up anger to the exploding point before confront ing one another. If, when the conflict was small and simple, they had talked together with I-Messages, the conflict could have been resolved quickly and easily.

Appendix J

DESIGN AN I-MESSAGE FOR EACH OF THE FOLLOWING SITUATIONS:

1. You lent your new bike to a friend. When s/he returns it, it has a flat tire.

   I feel _____

   when you _____

   because _____

2. You're standing in the water fountain line. All of a sudden two students push right in front of you.

   I feel _____

   when you _____

   because _____

3. When you walk past Willie at recess, he calls you a name under his breath.

   I feel _____

   when you _____

   because _____

4. When you get home from school, you go to the kitchen to get a piece of pie. It turns out that your sister just ate the last two pieces.

   I feel _____

   when you _____

   because _____

Appendix K

ACTIVITY: The Maligned Wolf

DURATION: 10 minutes

OBJECTIVE: To understand the importance of hearing both sides of an issue.

MATERIALS: One copy of "The Maligned Wolf", p. 22

PROCEDURE:

1. Read "The Maligned Wolf" aloud to the group.
2. At the conclusion, ask:
   a. How did you feel about the wolf in "Little Red Riding Hood" before you heard this story?
   b. Now that you've heard the wolf's story, how do you feel about him?
   c. How did you feel about Little Red Riding Hood before you heard this story?
   d. How do you feel about Little Red Riding Hood now?
   e. Have you ever looked at some situation in your own life one way, but changed your mind after you listened to another person tell his or her side of the story?
   f. What have you learned from this story and our discussion?

* Reprinted from A Curriculum on Conflict Management, 1975 by Uvaldo Palomares et al., Human Development Training Institute, San Diego, CA 92101, wherein it was in turn adapted from "The Maligned Wolf" by Leif Fearn (Individual Development: Creativity, 1974, Education Improvement Associates, San Diego, CA).

THE MALIGNED WOLF

The forest was my home. I lived there, and I cared about it. I tried to keep it neat and clean.

Then one sunny day, while I was cleaning up some garbage a camper had left behind, I heard footsteps. I leaped behind a tree and saw a little girl coming down the trail carrying a basket. I was suspicious of this little girl right away because she was dressed funny--all in red, and her head covered up as if she didn't want people to know who she was. Naturally, I stopped to check her out. I asked who she was, where she was going, where she had come from, and all that. She gave me a song and dance about going to her grandmother's house with a basket of lunch. She appeared to be a basically honest person, but she was in my forest, and she certainly looked suspicious with that strange getup of hers. So I decided to teach her just how serious it is to prance through the forest unannounced and dressed funny.

I let her go on her way, but I ran ahead to her grandmother's house. When I saw that nice old woman, I explained my problem and she agreed that her granddaughter needed to learn a lesson all right. The old woman agreed to stay out of sight until I called her. Actually, she hid under the bed.

When the girl arrived, I invited her into the bedroom where I was in the bed, dressed like the grandmother. The girl came in all rosy-cheeked and said something nasty about my big ears. I've been insulted before so I made the best of it by suggesting that my big ears would help me to hear better. Now, what I meant was that I liked her and wanted to pay close attention to what she was saying. But she made another insulting crack about my bulging eyes. Now you can see how I was beginning to feel about this girl who put on such a nice front, but was apparently a very nasty person. Still, I've made it a policy to turn the other cheek, so I told her that my big eyes helped me to see her better.

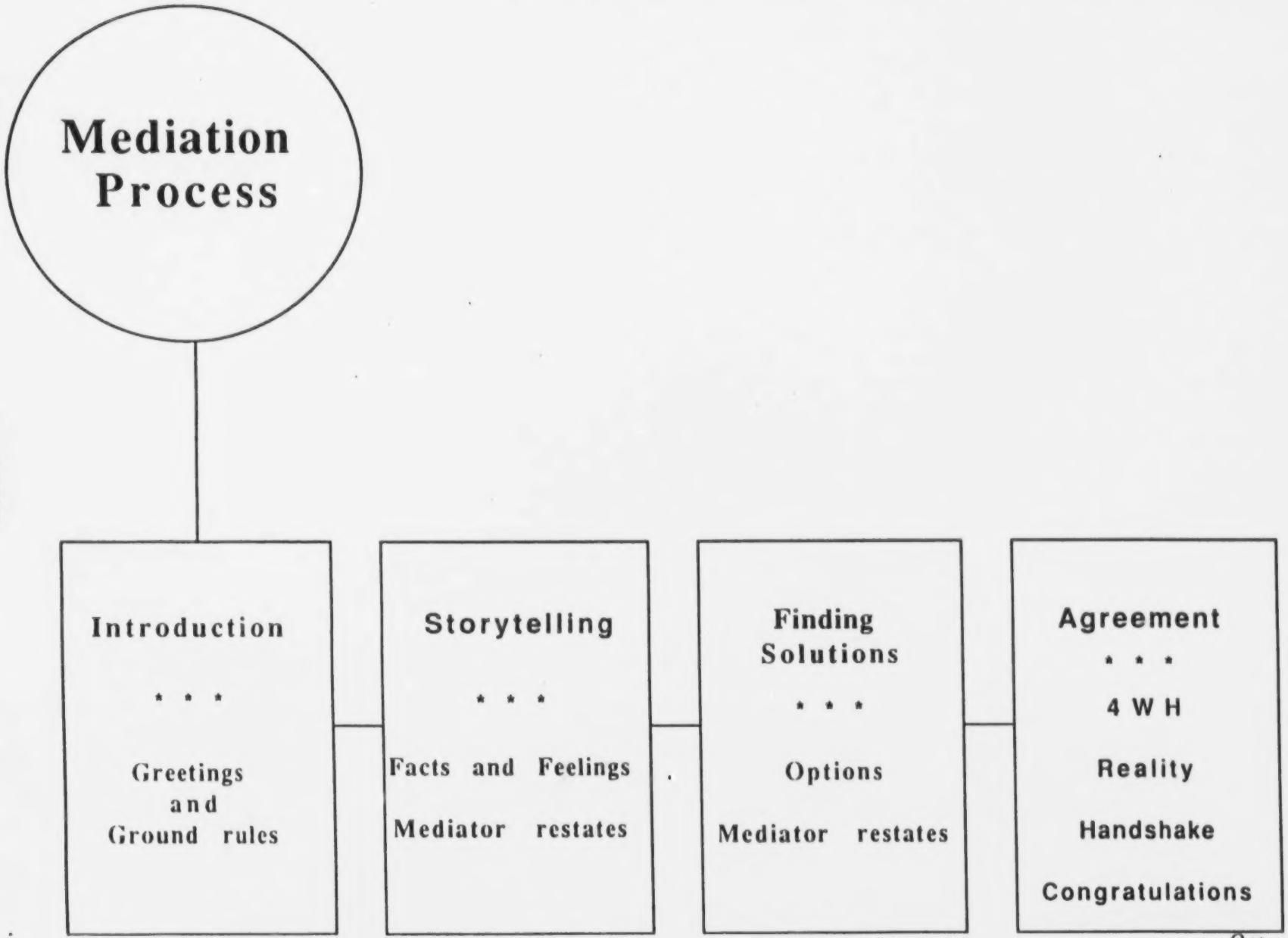
Her next insult really got to me. I've got this problem with having big teeth, and that little girl made an insulting crack about them. I know that I should have had better control, but I leaped up from that bed and growled that my teeth would help me to eat her bette

Now let's face it--no wolf could ever eat a little girl--everyone knows that--but that crazy girl started running around the house screaming--me chasing her to calm her down. I'd taken off the grandmother clothes, but that only seemed to make it worse. All of a sudden the door came crashing open, and a big lumberjack is standing there with his axe. I looked at him, and all of sudden it came clear that I was in trouble. There was an open window behind me and out I went.

I'd like to say that was the end of it. But that Grandmother character never did tell my side of the story. Before long the word got around that I was a mean, nasty guy. Everybody started avoiding me. I don't know about that little girl with the funny red outfit, but I didn't live happily ever after.

Mediation/57

Appendix L



Grades: 6-8

ACTIVITY: Situational Question

DURATION: 40 minutes

OBJECTIVES:

To identify a problem
To brainstorm possible solutions for a problem
To examine the consequences of some of the solutions

MATERIALS: Copies of the Situational Question for each student, page 40. Chalkboard and chalk.

PROCEDURE:

1. Ask students to think about the last conflict in which they were involved. Ask them to think about how they resolved the conflict. Ask volunteers to share their solutions with the class and to write them on the chalkboard.

2. Choose an example and help students understand there are lots of ways to solve a problem. Elicit from the group that to find a good solution, it is most important to DEFINE THE PROBLEM, to KNOW WHAT PROBLEM YOU ARE TRYING TO SOLVE. Help students discover that there may be more than one part to a problem.

3. Divide students into small groups and distribute copies of the situational question. Ask students to each write one or two sentences to identify the problem:
   - o What is the problem?
   - o Is it the same for both disputants?

4. When students have completed their own problem definition statements, have the small groupa discuss and decide, as a group, on the problem definition, for disputant #1, and for disputant #2. Appoint a recorder who will share the group's work with the rest of the students at the end of the exercise.

5. After defining the problem, ask students in small groups to brainstorm as many solutions to the problem as they can in 2 minutes.

6. Have students write the best and the least effective solutions on their lists.

7. Have students say what might happen next if they tried each of the solutions chosen as the best and the least effective.

8. Have each small group reporter list best solutions and their consequences on the chalkboard.

9. Reinforce with students that there may be more than one good solution to a problem.

10. Three alternative situational questions are:

    - John has accused Jane of stealing his Math assignment, copying it, and handing it in as her own work. Both got an F for that day in the class. Jane denies that she stole the assignment. She is angry that John has accused her.

    - Jim is mad at Bill, because Bill called him a name. Bill says that he and Jim are friends and have always called each other names. Bill says "it's all in fun."

    - Tom says that Jeff pushed him in the hall for no reason. Jeff is much bigger than Tom. Tom tells one of his bigger friends (Sam) what happened. Sam said he will beat Jeff up after school.

SITUATIONAL QUESTION

Sue's friend told her that Sally is trying to steal her boy-friend. She told Sue that she saw Sally send him a note. Sally denies that she likes the boy. Sue does not believe her.

IDENTIFY THE PROBLEM:

BRAINSTORM SOLUTIONS:

IDENTIFY CONSEQUENCES OF EACH:

SELECT BEST SOLUTION:

SELECT LEAST EFFECTIVE SOLUTION:

Appendix N

Rules of Conflict Resolution

I agree to work hard to solve the problem.

I will not call names or put down the other person.

I will not interrupt when the person is talking.

I will be honest.

4. Brainstorm Solutions Worksheet

The Problem: What can you do right now so that . . .

_____ and _____?

Child #1 gets what s/he needs — Child #2 gets what s/he needs

Ideas	How we feel about the idea. . .	
	_____ name	_____ name
☐ _____	○	○
☐ _____	○	○
☐ _____	○	○
☐ _____	○	○
☐ _____	○	○
☐ _____	○	○
☐ _____	○	○

5. √ the idea you both like best.

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Appendix P

A SAMPLE MEDIATION TRAINING SESSION

Bob Garrity of the Mediation Center of Charlottesville-Albemarle was hired by Meriwether Lewis Elementary School to teach mediation skills to a class of 3rd graders. The class had one previous session with Mr. Garrity prior to this visit. The following session is similar to those that took place at Greer Elementary to train mediators.

Bob Garrity opened the session, by pointing to himself and then his name written on the board - Mr. Garrity. Then he pointed to the class and pointed to the label on the board - problem solvers. Next, Mr. Garrity set the ground rules for the session. All comments were to be valid, O.K. "You can say anything you want about a problem and you are right."

On the board a chart showed:

CONFLICT

ANGER	RESOLVE
FIGHT	AGREE
HIT	SHAKE HANDS
FEAR	COMFORT

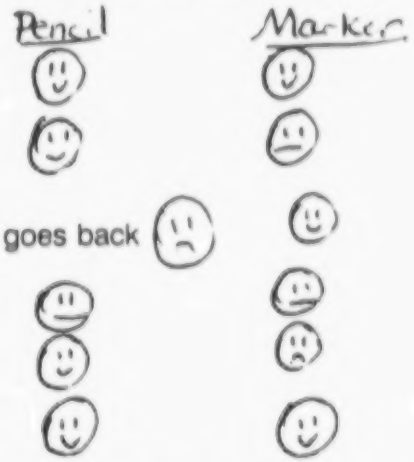
Mr. Garrity pointed out that all of these things are involved in conflict. He pointed out that conflicts are a part of our daily life.

Mr. Garrity asked the class to recall what they had discussed at his last visit. The

class answered that they had discussed: restating information, and active listening which involved concentration, good eye contact, facial expression and gestures. Mr. Garrity modelled examples of good and bad listening for the children.

Next, Mr. Garrity had children simulate an argument involving one child (pencil) cutting in front of another child (marker).

Next, Mr. Garrity asked Pencil and Marker to think of suggestions to work the problem out. He wrote these on the board:



talk about it

tell teacher

next time he can have the place, but for now he goes back

take turns

marker goes to the back

both go back

Next he asked both Pencil and Marker how they felt about each of the suggestions. He represented how they felt with a happy face, unhappy face, or neutral face. See above.

Mr. Garrity pointed out that two unhappy faces were an agreement. The two happy faces served as solutions to the problem.

Next, Mr. Garrity divided the class into groups of three. One person served as the mediator and two were disputants, arbitrarily named mouse and otter. The class simulated another mediation. This time the situation involved a pencil which two children

claimed they owned.

Mr. Garrity set ground rules for the discussion. There was to be no interruptions or judgments while brainstorming solutions. There was no rush. Mr. Garrity pointed out that he had just worked through a mediation with adults that took 14 hours. Mr. Garrity also pointed out that the spelling was not important as long as they could read their own ideas. Mr. Garrity didn't want the fear of misspelling to interfere with creative solutions. The children used Appendix 1 to address the problem.

The children were able to role play the problem successfully and brainstorm solutions. Children reminded each other not to judge suggestions for solutions until the end. The children were able to brainstorm many creative solutions and come to certain agreements. Comments heard in the room included, "We agreed. Yeah!" Some groups ran out of time and Mr. Garrity tried to arrange a time with the teacher when they could finish.

Key elements of this lesson run throughout conflict resolution training: Individuals involved in mediation are referred to as problem solvers, a constructive label to encourage children (and adults) to see themselves as capable of finding compatible solutions.

Appendix Q

FEEDBACK FROM MEDIATORS

How did you feel when you were first chosen as a mediator?

Most students felt pleased that they had been chosen. They said they felt good that people trusted them. Mediators said they were mainly concerned about the time commitment of the program when they first heard they had been selected.

What are some of the most important skills you have learned?

"I learned how neat it can be to mend two people back into friends."

"I learned how important your body position and eye contact are."

"I learned that if you jump to conclusions, a lot of the time you will be wrong. You need to remain neutral."

"If you don't judge. Both people can win."

Do you use any mediation skills at home or with your friends?

"My friends often disagree with me and I used to get really frustrated. Now I really listen and realize that sometimes I actually agree with them."

"When I friend makes me mad and I'm not sure why, instead of jumping the gun,

now I ask why."

"When my little brother gets on my nerves, now I compromise more with him."

"Now instead of yelling and going to my parents, my brother and I talk. I am more tolerant."

What are the most difficult aspects of serving as a mediator?

"When people won't listen. They are just trying to hurt the other person's feelings. They need time to cool down."

"It's hard not to take sides."

"If it is a boy situation with a girl mediator, the disputants may want their privacy."

"It's hard not to blab out the solution."

"At first students made fun of the program and came in with fake conflicts."

"It's hard to mediate fights between students that are bigger than you are."

"Sometimes it's hard to get the kids to establish eye contact. They won't look at you."

"It may be hard to get the people to agree to the four ground rules."

"The people arguing may be exaggerating and you know it but you can't say anything."

"Name calling is a problem."

"It's hard to mediate fights that involve like six people."

"It gets scary when the fights get physical."

"Gossip fights are hard to deal with."

"It's hard to get at the root of the problem."

"Sometimes silly fights come up, like shoe wedging. I can't tell you how many shoe wedging fights we had to deal with."

Would you recommend that another skills take the time, energy and money to start a program like this?

There was an unanimous, "yes" from the students.

How would you convince a principal at another school that this program is needed? What would you tell him/her?

"Teachers aren't always going to be around children to solve problems."

"The mediators are more your age. Sometimes when you have a fight you don't want to tell the teacher because you will just get sent to time out."

"It's better than having a teacher drag you down to the office."

"There are less fights and problems decrease in the office."

"Students are not always interrupting teachers and teachers have more time to teach."

""It's better to have someone your own age to talk to and then you can go back to that person to talk again."

"The teachers are forced to have to take one side because they don't have the time. And then the conflict isn't really solved and happens again."

"The old way the teacher is the judge and jury. In the fight, both students lose. We're here to make both people win and get what they want out of the conflict."

"Mediators and disputants get a chance to talk about their feelings and the problem can be solved."

"Without mediation, the conflict just gets bigger and bigger. If you say here is your solution and next time you will get sent to the principal, the students will be even madder and keep hurting."

"Teachers may favor people and the solutions may not make you feel good."

MEDIATION QUESTIONNAIRE FOR GREER FACULTY

Hi! My name is Lora Stuart. I am a fifth year student in the Curry School of Education. I will be graduating in May with a Masters in Elementary Education and a B.A. in Psychology.

I am currently working on a final project for the education school regarding conflict resolution techniques for elementary students. The project involves a final paper which is put on file at the University and a final presentation given April 22 or 29.

I am interested in getting your feedback on the Conflict Mediation program at Greer. Your comments are totally confidential and will be included in my project identified only as comments by educators at Greer Elementary.

I know that you are busy and still reeling from a spring break that probably felt too short, so I have kept this questionnaire brief.

Please return it to your mailbox by Friday, April 12. I will pick them up at this time.

Thank-you very much for your time and help with this project.

1. What, if any, skills has the mediation program strengthened for your students?

2. What are the strengths of the programs?

3. What are the areas that could be improved?

4. Would you recommend this program (or a variant of it) for some other school? Why or why not?

SEE REVERSE SIDE

How successful do you feel the Conflict Manager Program at Greer has been at reaching the following goals:

(Circle 1 - not very successful to 5 - very successful

Extra space has been given if you choose to make additional comments.

Students in disagreement assume responsibility for solving their own problems which enhances self-esteem. 1 2 3 4 5

Student mediators develop leadership skills and increase self-confidence.
1 2 3 4 5

The student body has positive models for solving conflict appropriately. 1 2 3 4 5

The pressure on teachers to be constant disciplinarians decreases.
1 2 3 4 5

Parents report that home problems are handled more effectively.
1 2 3 4 5

The learning atmosphere in the school improves. 1 2 3 4 5

Students and teachers learn important skills in problem solving communication, teamwork, assertiveness, critical thinking and the mediation process. 1 2 3 4 5

THANK YOU!

Appendix S

FEEDBACK FROM FACULTY MEMBERS

What, if any, skills has the mediation program strengthened for your students?

"Self reliance"

"Working problems out verbally, not physically"

"Open mindedness"

"Problem solving"

"Helping students see two sides of an issue"

"Learning to analyze problems"

What are the strengths of the program?

"In the upper elementary (5th grade), it is probably good role modeling for peers."

"Gives the students a chance to work through their own problems and come up with solutions."

"Kids are given a chance to solve their own problems before a grown up intervenes."

"The mediation training is good for kids. Small conflicts can be handled without teacher intervention."

"The students learn problem solving techniques that are valuable to all parts of life."

"Peers are helping solve problems. Students learn different techniques on how to handle conflicts."

"The training is excellent!"

"Teachers aren't wasting time solving disputes."

What are the areas that could be improved?

"The mediators should be chosen on academics, behavior and teacher input, not by popular vote."

"I'm not sure third graders are mature enough to be mediators."

"Some of the kids seem to use it as a way to get out of class."

"Accessibility to mediators."

"More students should have the training."

"Mediations should not conflict with teaching time. Usually doesn't."

"I wish every child could be trained. More workshop days for children - like the ones we had in the fifth grade."

Would you recommend this program (or a variant of it) for some other school? Why or why not?

"No, not in grade 3, I did not see success with it in the lower grades. I do not feel they are mature enough to handle these situations yet."

"Yes, I feel it can help the students to be more responsible."

"Yes. Working out conflicts is an important life skill, and it can save class time for the teacher."

"Yes, because students (especially the mediators themselves) benefit.

"Yes, it helps students with techniques that are valuable in the future."

"Yes, I think it is very beneficial for students and teachers."

"Yes, the skills learned will last into adulthood. Builds self-esteem."

How successful do you feel the Conflict Manager Program has been at reaching the following goals:

1- not very successful

5- very successful

35 is the highest number of possible points for each goal.

Students in disagreement assume responsibility for solving their own problems which enhances self-esteem.

1/3/4/2/4/4/4 = 22

Student mediators develop leadership skills and increase self-confidence.

2/3/4/2/4/5/5/ = 25

The student body has positive models for solving conflicts appropriately.

1/1/3/3/4/5/5 = 22

"We have had some bad role models who were mediators. I feel if they do not follow the rules they should not be mediators."

"One mediator has set a poor example on several occasions and was allowed to remain a mediator."

The pressure on teachers to be constant disciplinarians decreases.

1/3/4/3/3/4/5 = 23

"We were constantly leaving our own instructing to help solve the mediation."

Parents report that home problems are handled more effectively.

-/-/-/2/2/3/- = 7

"I haven't heard any comments except from parents of mediators. They are quite pleased."

"I have not heard from parents on this."

"I don't know."

The learning atmosphere in the school improves.

3/1/3/3/3/4/3 = 20

"Too much time away from instructional time."

Students and teachers learn important skills in problem solving, communication, teamwork, assertiveness, critical thinking and the mediation process.

2/3/4/3/4/5/5 = 26

"Some students did learn the skills, but more remained the same rather than improved by the program."

"It's a wonderful program and Christa should be commended for getting Greer involved."

Appendix T

MEDIATION QUESTIONNAIRE FOR GREER STUDENTS

Hi! My name is Lora Stuart. I am working on a project at the University of Virginia about using mediation to solve conflicts. I would like to find out more about your feelings about the Conflict Management program at Greer.

This is NOT a test. Spelling doesn't matter. There are no right or wrong answers to these questions.

I do NOT want your name on the paper.

Your reactions will help other schools who are interested in starting a conflict management program.

1. Have you ever used mediators? Why or why not?

2. Did mediation help you to solve your problem? Why do you think it helped or why didn't it help?

3. Now that you have learned more about mediation, do you try to solve conflicts with your friends and at home differently? If your answer is yes, what things do you do differently?

4. Would you recommend that another school start this program? Why or why not?

THANK YOU !

Appendix U

FEEDBACK FROM THE STUDENT BODY

Have you ever used mediators?

28 of the 60 children said NO - 47%

30 of the 60 children said Yes - 50%

2 of the 60 children said they had just moved to the area - 3%

If no, why not?

Have not gotten into a fight/conflict/problem that I needed solved. - 15 responses

Related comments:

"Because I can get along with most people and the one I can't I stay away from them."

"No, because I have not had to solve a problem yet."

"The reason why I haven't used mediators is because I don't like to start trouble."

No reason - 1 response.

I am a mediator. - 3 responses

Don't get in fights often enough. - 4 responses

"No. I don't get into serious conflict. I push my friends, but we are just fooling around."

"No, because I've never gotten in a conflict bad enough, but I would if I did."

Other responses:

"I can solve my own problems."

"No, because I can work it out with my oppounit (opponent)."

"I talk to somebody else about my problems."

"No. I have been in a fight before but no mediators came. Even when we went and got one. The only time I have ever seen mediators in action is on their demonstration play."

"I didn't know about it for a while."

"The other person didn't want to."

If yes, why?

"They are easy to talk to."

"The teacher chusis if your to use a mediator or not."

"I like mediation because no one tells about the problem."

"They work hard to solve your problem."

"I have used mediators three times. Cutdowns. I stepped on the heel of a girls. Shoe fight over computer."

"They really helped my problem or fight. I used them instead of teachers. Somebody my age works better."

"The reason why is because I wanted to solve a conflict between me and my friend."

"I have used mediators because I felt that me and my friend were growing apart."

"A bunch of my friends got in a fight over me."

"Because a person wanted to fight me but I didn't want to fight him."

"They make problem solving easy."

"I don't remember exactly why but I didn't really want to."

"I was shamed a little. but I spoke to her."

"Once. It was a pretty silly conflict, though."

"Yes, because they help you learn."

If you have used mediation did it help you solve your problem?

21 of the 30 children who had used mediation said YES - 70%

7 of the 30 children who had used mediation said NO - 23%

2 of the 30 children were UNDECIDED - 7%

If yes, why?

"The reason why the mediators helped me with my problem, because the wanted us to talk it out than fight it out."

"They listen to your problems."

"It helped we sit down and talk it out."

"Because the mediators wanted us to reach an agreement."

"Yes, it did help a lot. It got the person of my back."

"Yes, they talk to you."

"Yes it did! We dicided to all of us just stick together."

"Yes, it did. It helped becasue the person got to find out how I felt."

"Yes, becuas I stoped fighting."

"I think the mediation helped for a while but nothing can keep somebody from getting in an argument."

"Yes, it did help we all felt better to get it out. we came with a solution and we all were friends.

"Yes, mediation helped to solve my conflict. They worked hard to solve the conflict. And they have eye cotact and they listen."

"I think it helped because the person stopped bothering me. I don't get in trouble anymore."

"Yes, the mediation did help me becaus I am friendly with the people I got in a fight with."

"It helped beuase they were fair and they listened to what we had to say."

"Yes, because I wasn't that angry after mediation."

If no, why not?

"No, because the other person still wanted to fight."

"Not really, because they didn't really know what they were doing and I don't think it helped me feel better because the conflict was not between friends."

"No, because he still wants to fight again."

"No, because the conflict managers would not listen to me and keep being on the other side."

"No decase the freinds that was in it wold not lesten."

"No because they couldn't solv it."

"No, it didn't because the other person would not cuoperat with the conflict managers."

Undecided, why?

"I think it helped. but sometimes they don't. they kind of force you to solve a problem in a different way."

"[One one occasion] No, it only made us madder. [One another occasion] Yes, we liked each other over again."

Now that you have learned more about mediation, do you try to solve conflicts with your friends and at home differently?

27 of the 60 children said YES - 45%

31 of the 60 children said NO - 52%

2 of the 60 children has NO RESPONSE - 3%

If yes, why?

"Yes, if I'm in a small fight I try to say sorry first so it won't get into a big fight."

"Yes, tell thim to leave me alone."

"Yes, I do solve conficks at home and at school. You listen more and you try to work it out."

"Yes I do try to solve conflicts with my friends and you only have to be patient and fair and listen to what they say."

"Yes ounce with my two friends. It worked "OK." But I think you need a little training first."

"Yes I do. The same reason you dont want to fight all the time. You want to solve something and after you do you fell alot better."

"The other day I got into a fight and I solved the prouplem without mediators."

"Yes I do this at home."

"Yes I do try wit my moter."

Yes I be very nice and just solve it differently."

"Even though I'm not a mediater when there are fights at school I use those skills."

"Yes, we just forget it ever happened."

"Yes, I speak Chinese."

"I've never had a mediator but I've learned so much about them that I know how to solve problems better."

"I don't youshally get in conflicts, but when I do I mously do it like the Manegers do."

If no, why?

"No we usually agree on somthing. Usually we don't get in fights and if somone dose not like the idea we play there game a little and ours a little."

"I think I act the same. I might do some things differently but it doesn't have anything to do with this."

"No I do not use mediation at home because there are no fights where I live."

"No, I don't solve problems with my friends because I guess it seems to them that I'm on one certain side."

"No! My sisters just tell me to shut up so I never try it. My friends and I hardley ever get into fights."

"No, because I know very little about mediation."

"No, I have never seen my friends getting in a fihgt but if they do I will help them."

"No, I don't try to solve problems at home and with friends. The only person to fight with is my brother at home, (And I never fight with him. He and I are verey close.) And I don't fight with my friends. They are my friends.

Would you recommend that another school start this program?

51 of the 60 children said YES - 85%

5 of the 60 children said NO - 8%

4 of the 60 children were UNDECIDED - 7%

If yes, why?

"Yes, because it could prevent more conflicts from happening."

"Yes so there wouldn't be so many fights."

"Yes, because it really helps us to be friends agin and not doing mean things to people."

"Yes because for kids who get into word fights that are real, they won't go to the office."

"Yes, because bad schools can have good school if they use mediators."

"Yes, it helps people who are enemeys be friends."

"Yes, I would recommend that Jack Jouett Middle School. I that is because there's alot of fights up there and Mr. Helvin wouldn't have to deal with there actions."

"Yes it teaches us how to solve our problem."

"Yes. Because it saves time for teachers and some mediators have fun solving other people's problems."

"Yes sopose a kid thought the teacher was not treating him fair and some teachers have favorit kids and think that thir not being treated fairly."

"Yes because it is helping the kids and it could make your school a better school."

Yes because it help the kid's because they wouln't say that's not fair. So both kid's will be happy."

"Yes, I would recommend this program because I think it's better than getting only adults involved."

"Yes I do recommend this program to the schools because it will solve fights and problems. The only thing that can be changed is the mediator not be your friends so

there is not taking sides."

"I think they should try this so the teachers would not waist their time. And the people that cause the conflict would stop."

"Yes I think other schools should use meadison so the teacher don't have to use up there time to solve a problem and the student get out of what ever work there is at the time."

"Yes because sometimes it work for some people and I'v heard that it works so yes even if I didn't use it."

"Yes, because the school will be much quieter."

"Yes, because it helps kids learn how to solve there problems/conflicts better without getting into a fist-fight."

"Yes I do because I want people to know that greer started conflict management."

"Yes, I think it is nice to have somebody to solve things for you."

"Yes, because it really helps to solve your promble and no one gets hurt and you get your promblen solved and the condlick solved and no more worries about your conflick."

"Yes. I think it isn't really a bad program."

If no, why not?

"The mediation program would work better if teachers were the mediators. Children don't do it right. They think they are in charge of <u>everything</u>. They don't even let you have a chance to speake. I advise you not to start this program. Mediators will think differently though. (This respondent said he/she had not used mediators in the previous question.)

"No I would not because it is very hard and if one person doesn't cooporat you can't solve the problem."

"No, because you can use a counselor, friend, and your mother to solve your problems."

"I don't think this probgram is really working very well."

Undecided, why?

"If they had really good conflict managers that didn't take sides and understood, yes. But if not no, because these kids really can't help you. Alot of them can, but the ones who were picked were kids who never talks much."